

HANNAH HABITAT  
WHERE ARE YOU?



Artwork by L.L. JONES

## **HANNAH HABITAT WHERE ARE YOU?**

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#### INTRODUCTION

The Needle Nosed Nibblers have swept across the continental United States. They have eaten the needles and leaves—defoliated—the trees in the six major Forested regions of our country. Children are challenged to gather information on the conditions—soil types, general topography, macro-climate, tree types, and examples of wildlife that make-up these forests. People who live in the region have the “clues” on these conditions. Gathering these clues will lead to discovery of the appropriate forest belonging in a specific region of the United States.

The children then place a forest on the map and see how well their research techniques worked. If they are correct, the forests will live and be magnificent. If not, the trees will die once again. The children can go back to the people of the region and get more clues to help them. Waldo Wings, Tanya Truck, and Hannah Habitat, to name a few, are all “waiting” with their “clues” (forest conditions) for the children.

This problem solving mission involves the following learning objectives in which the student will:

1. Develop critical thinking and creative problem solving skills;
2. Understand that there are natural groupings of species of trees which are found together under certain conditions;
3. Understand that various soil types, climate and topography occur and that these conditions are essential to the forest region;
4. Identify these natural groupings as the six major forest regions of the continental United States;
5. Develop skills in observation, data gathering, and prediction as part of the scientific method; and

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6. Be aware that people vary widely in their interest and level of knowledge about forests and forest conditions.

## INTERDISCIPLINARY APPROACH

The lessons in **Hannah Habitat—Where Are You?** are interdisciplinary and include the following:

1. Science—scientific method, definitions of scientific terms, data collection, interpretation, observation.
2. Social Studies—Geography - map reading skills.  
Sociology - occupations and leisure time activities.
3. Language Arts—Reading, following directions, interpretation of information (data), comprehension, working in groups to share information.
4. Careers—Listing a variety of career options.
5. Art—Drawing, organization of visual concepts.

## TO BEGIN

1. **Introduction**—The story of the Needle Nosed Nibblers and the concept of the game will be introduced here.
2. **Instructions**—This option will give you direct instruction about the five choices listed below.
3. **Play the Game**—You will start immediately with a forest region—“The Pacific Rim”—on the screen and can begin the game.

## CHOICES

There are five options in **Hannah Habitat—Where Are You?** They are:

Choice “1”—Get a Forest

Choice “2”—Get Some Advice (character clues)

Choice “3”—Get Updated Clue Recorder

Choice “4”—Get Map

Choice “5”—Place a Forest

All five options are numbered. You must make your selection by typing in the number of the option you want. It is not necessary to press the Return Key. However, after you get a “clue” for your clue recorder (see Game Choice #3 below) you will see “ready” flash on the right side of the screen. When you want to go on to the next step and “ready” is flashing, press **return** at this time.

Choice “1” **Get a Forest**—This is a safe move. You will get to look at any one of the six forests for which you have seedlings.

Choice “2” **Get Some Advice**—This option gives you the clues on soil types, topography, climate, tree types and examples of wildlife directly from people living in the geographic area in which you are working. These clues are essential. They will allow you to find the forest that will thrive in the region. All characters are introduced by brief biological sketches indicating where they live, their occupation, favorite leisure time activity and favorite saying.

Choice “3” **Get Updated Clue Recorder**—The computer will store the clues that you are gathering from the regional characters. Taking your own notes is faster because it allows you to track the “big” picture and compare many different clues.

Choice “4” **Get Map**—This will put a map back on the screen after looking at the clue recorder so you can use choice “5.”



Choice "5" **Place a Forest**—Use this choice when you think your clues match your forest type. You may now place a forest on the map. If the forest type chosen does not fit the region on the map, your forest will die. If this happens, you will automatically be shown the clue recorder.

The game starts in the west and moves across the country ending with the forest at the tip of southern Florida.

Good Luck! You and your students will have fun, learn and find Hannah Habitat in the process!

### SUGGESTIONS FOR PLAYING

Depending on the availability of computers, here are some ideas for use:

1. Have children work in pairs, teams of three, four or more. Problem-solving activities work best when people are sharing their ideas and findings.
2. Establish teams that will work at different times on the computer. After working through the first problem-solving activity—"The Pacific Rim"—assign a team of students a particular region for which they are responsible.
3. Use the computer as a focus for a whole class series of lessons. Give each child a map of the United States and then have the child devise a key which will identify the soils, climate, topography, tree types, and examples of wildlife for each region.
4. Use **Hannah Habitat—Where Are You?** in a learning situation which will allow students who have completed work early to use the lessons.

### OPTIMIZE LEARNING

1. Before beginning the game, ask students to define in their own words, the following terms:

DEFOILIATION	HABITAT	SOILS	CLIMATE
TOPOGRAPHY	TREE TYPES	WILDLIFE	

When the game is over ask the students to redefine the same terms and then check them with a reliable source (dictionary, encyclopedia, etc.).

2. In groups of three or four, have students draw a large scale map of the United States. Have students devise a key and explain the clues (conditions) as they complete the "game."

### INTEGRATING HANDS-ON

#### FOCUS: Soils

1. Complete the Pacific Rim Region.
2. Do PLT Lesson #54, Elementary **What's in Soil?** as an introduction to soils. This hands-on lesson will help students clearly understand the properties of soil and soil type diversity. Other related soil lessons include:

Topic	Title
Soil Properties	E#80—SAND, SOIL, AND CLAY
Soil Formation	E#62—THE FALLEN LOG
Soil Compaction	E#78—SUCCESSION & SOIL COMPACTION
Soil Compaction	S#40—SOIL COMPACTION
Soil Erosion	E#30—HOLDING POWER
Aeration of Soil	E#64—SOW BUGS & SOIL

Soil Types	E#75—IMPROVE YOUR SCHOOL SITE
Soil Management	E#74—A FIELD, A FOREST, & A STREAM

### FOCUS: **Topography and Climate**

- Complete the Lodgepole Forest Regions.
- Do PLT Lesson #54, Secondary **Why Do Trees Grow There?** as an introduction to understanding how topography and climate influence habitat and/or trees and forests. Other related lessons include:

Topic	Title
Rainfall as Limiting Factor	E#73—RAINFALL & THE FOREST
Biological Systems	S#60—BUILD AN ECO-SYSTEM
Transpiration	S# 7—NATURE'S AIR CONDITIONERS
Applying Data	S#67—IMPACT STATEMENTS
Photosynthesis	S# 6—JOHNNY APPLESEED ON MARS

### FOCUS: **Trees and Forest Types**

- Complete the Northeastern Region.
- Do PLT Lesson #22, Secondary **A Day in the Life** as an introduction to forests and their relationship to people. Other related lessons include:

Topic	Title
Trees and People	E#24—WITH OR WITHOUT
Trees and Recreation	E#25—I'D LIKE TO VISIT A PLACE WHERE . . .

Tree Consumption	E#33—PAPER IN THE CLASSROOM
Forest Resources	E#34—WOVEN HISTORY
Culture	E#35—FOLKLORE
Culture	E#36—HOW BIG IS YOUR TREE?
Culture	S#18—NATIVE AMERICANS & THE FOREST
Developing Civilization	S#15—WHERE ARE THE CEDARS OF LEBANON?
Attitudes	S#20—PIONEERS IN THE WILDERNESS
History	S#16—INFLUENCE OF FORESTS ON YOUR REGION'S HISTORY

### FOCUS: **Wildlife**

- Complete the Eastern Lowlands Region.
- Do PLT Lesson #52, Elementary **School Yard Safari** to introduce wildlife and its connection to forest habitat. Other lessons include:

Topic	Title
Habitat	E#68—TREES AS HABITATS
Food Chain	E#32—DID YOU EVER EAT A PINE TREE?
Protection Coloration	E#69—BIRDS 'N' WORMS
Carrying Capacity	S#58—PREDATOR PREY
Endangered Species	S#59—ENDANGERED SPECIES
Food Chain	S#62—FOOD MOBILE



**FOCUS: Human Activity**

9. Complete the Southeastern United States Region.
10. Do PLT Activity #89, Elementary **Forest Consequences** to help students relate the effects of human activity and nonhuman activity to forested areas. Other activities include:

Topic	Title
Land Use	E#45—MY USE OR YOUR USE OR OUR USE
Land Use	E#47—LONG RANGE—SHORT RANGE
Land Use	E#48—CHANGING LAND VALUES
Land Use	S#48—LAND ALLOCATION
Land Use	S#53—THE VALUE OF 100 ACRES OF FOREST LAND

**FOCUS: Summary**

11. Complete Everglades Region.
12. Do PLT Activity #65, Elementary **The Web of Life**. Especially focus on the extension. Lead a summary discussion focusing around the biologic, ecologic, and sociologic importance of forests to our lives.

Questions could be:

- a. As we learned more about forests, what were some of the new concepts that you learned? (Record answers on board or large sheet of paper.)

- b. How did this information change the way you think about forests in our country?
- c. In what ways can we relate these new ideas to all of our natural resources, not just forests?
- d. How can we summarize the importance of the forest resources in our lives?